

11 October 1972

MEMORANDUM FOR: Executive Director/Comptroller

SUBJECT : Improving the Role of Training
in Personnel Management

I. MAG believes that training is a key tool in preparing Agency personnel both for their immediate responsibilities and for their long-term career goals. At the present time, we think that management is not effectively utilizing that tool. Without a basic and continuing commitment to training on the part of management, the Agency's training programs will inevitably fall short of their objectives. We question whether there is such a commitment amongst management within the Agency today. Our concern stems from a belief that the Agency is specifically remiss in the following:

A. fully utilizing programs available through Agency and other U.S. Government facilities

B. encouraging a continuing dialogue between components and the Office of Training to facilitate the development of new courses or the refinement of current programs

C. developing plans and allocating resources for training as an integral part of personnel management and career development

D. exploring new training requirements in operational, analytical and managerial areas evolving from changing Agency missions and the impact of "the computer and systems revolution." The latter has created urgent needs for broader understanding of the applications of systems analysis and evaluation, program review, opportunities for multidiscipline team applications, and so forth.

MAG therefore recommends fundamental changes in the concept of "training officer," management's role at all levels, and the role of the Office of Training (OTR).

ADMINISTRATIVE

11. The Role of the Training Officer

The training officer (TO), who must be aware both of operational needs and training programs available, is the continuing link between the various components and OTR. Frequently, however, a component personnel or support officer has "training" added to his other responsibilities and thus has little time to devote to the immediate and developmental needs of component personnel. A survey of component training officers in 1968 produced the following profile (based on a questionnaire sent to 47 TOs, with 44 responding):

The average TO is a male GS-13 with over ten years Agency service, and is in his forties. He spends 25% or less of his time in training duties. Grades ranged from GS-08 to GS-15 (currently there is one GS-07 TO). Time on board extended from only eight months to over twenty years. The duration of their TO "training" is an annual one-day briefing given by OTR.

RECOMMENDATIONS:

and agree, not should have
A. The directorate (senior) training officer should be an OTR careerist -- a practice followed in the past. He should be slotted in an administrative staff position and directly involved in personnel management and career development planning. He should meet regularly with all training officers in his directorate. He should take the TO training course outlined in D.

TRAINING
B. Component TOs should also be slotted at the administrative staff level, including those who have the TO designation as a collateral responsibility. From that vantage point, the TOs could survey the immediate and developmental needs of the component generally and could effectively contribute to plans for relating training to personnel management and developmental planning procedures. In recognition of the fact that most non-routine training requests arise at the employee and first-line supervisory levels, the TOs should be in a position to know both the advantages to be gained and the exigencies of policy and funding governing subsequent action.

C. TOs should be encouraged actively to fulfill their training role, even when this is a collateral one. Similarly, management should ensure that they have sufficient time to so act. In some cases, an OTR careerist should be assigned to component TO slots. All TOs -- senior and component -- should be required to take the training program outlined below.

1. OTR organization and courses
2. courses available in other U.S. Government facilities
3. OTR resources for providing factual and evaluative data on non-Agency courses
4. OTR resources for lecture and course development and review, instructor training, OTR support for component training, and so forth
5. principles of course development and evaluation
6. development of component training policies

E. Regular meetings -- at least quarterly -- should be held by supervisors and component TOs in each directorate with appropriate OTR personnel.

III. Management Role

Management has been inconsistent and ambivalent in its attitude towards training as an integral part of developing effective officers. A case in point is the Intelligence and World Affairs course, required for all new professionals within their first eighteen months in the Agency. Despite this statutory requirement, only about 50% of Agency professionals are ever enrolled, and many take the course after several years on board. Budgetary restrictions have prevented professionals from receiving needed and valuable external training -- restrictions that more effective planning may have averted. Imaginative training policies have been developed by CRS and OL and should be explored in terms of broader applicability.

RECOMMENDATIONS:

A. Mandatory component training policies should be established. These policies should include: realistic assessments of the kinds of training recommended and courses available for all personnel as they progress upward; consideration of rotational assignments and academic sabbaticals; TDY familiarization trips where applicable; budgetary considerations. The policies should be coordinated with the senior TO and OTR. They must be flexible, and should be reviewed annually by the component supervisors and TOs. The results of this review, particularly recommendations for further action,

should be forwarded to the appropriate Deputy Director
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and the DTR.

B. Implementation of the recommendations on selection, utilization, and training of TOs.

C. Supervisors, in conjunction with component TOs, should be specifically charged with disseminating information on training opportunities on a regular basis.

IV. OTR's Role

aman The ability of OTR to respond to Agency needs depends upon effective communications between that office and users. This brings us full-circle -- back to the training officer. The newly-instituted Board of Visitors hopefully will serve as a bridge, critically assessing component needs and OTR's capabilities. But the Board cannot replace the working-level contacts between components and the appropriate elements of OTR for developing critical inputs into improving the role of training in personnel management and, indeed, overall Agency effectiveness.

RECOMMENDATIONS:

A. develop the TO training course outline

give him more
B. expand the present capacity for course and curriculum development and evaluation. OTR can play a greater role in improving component training, including support for the development of courses in collaboration with outside contractors.

C. expand the dialogue with component chiefs and TOs to keep abreast of changing Agency training needs. Component training policies should surface new needs, and OTR must be flexible and innovative in responding. One recent positive example was OTR's role in designing the one-day seminar on "New Directions in CIA's Support of U.S. International Economic Policy."

STATINTL

D. use of regulatory power and responsibility contained in [REDACTED] which give OTR the right to sign off on Agency training expenditures. Resort to these powers should encourage components to undertake careful study of training as it relates to immediate and long-range needs for personnel management and career development. The DTR's position as Chairman of the Training Selection Board, responsible directly to the Executive Director/Comptroller, enables him to encourage utilization of senior-level external training opportunities as part of

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an overall development plan rather than as a temporary and convenient means of disposing of unwanted senior officers.

E. maximum exploitation of OTR's control of the Information Sciences Center to educate appropriate elements of the Agency in the diverse applications of information science and computer technology.

MANAGEMENT ADVISORY GROUP